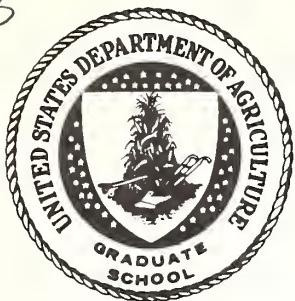


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GRADUATE SCHOOL

EDUCATION FOR A
STRONGER NATION

Newsletter

J. S. DEPT. OF AGRICULTURE
NATIONAL AGRO-FOREST LIBRARY

1963

RECORDS June 17, 1963

CALENDAR OF EVENTS

- July 2 Faculty Luncheon - Miss M. Clare Ruppert, Coordinator of Adult Services, D. C. Public Library

Successful Teaching Experiences

Five of our teachers shared with us some of their teaching experiences, appearing on a panel discussion at the Graduate School Faculty Luncheon on June 4. Members of the panel, and the subjects they teach in the Graduate School, were David M. Granahan, "Using Visuals Effectively;" Otto Rauchschwalbe, "Introductory Statistics;" Henry C. Starns, "Federal Personnel Procedure;" Joseph V. Cupoli, two subjects: "Pencil Sketching and Water Color Painting" and "Life Sketching;" and Stuart H. Sweeney, "World Politics." Photographs of the panel participants appear next to their remarks as briefly summarized below. Murray Berman of the Photo Division of the Office of Information in the Department of Agriculture took the pictures.



Mr. Granahan's topic was "The Project Approach." He said each student takes a visual project (subject) at the beginning of the course and carries it to the end. Two topics chosen in recent classes were "River Pollution" and "Cake Making." At the outset, each student discusses his project with the instructor, who offers suggestions after approving the project. The student then makes the presentation to the entire class. Toward the end of the course, each student shows his project visually to the class and hears it discussed by members of the group.



Mr. Rauchschwalbe, who has been teaching Statistics in the Graduate School for several years, has kept records of students' stated reasons for taking the course, together with their specific work interest or intended application. The record helps the instructor to relate the students' jobs to their instruction needs. This, Mr. Rauchschwalbe commented, is in keeping with the Graduate School's peculiar interest in the vocational advancement of its students. Mr. Rauchschwalbe handed around copies of two tabulations he had made of his surveys of students, showing their motivations. The tabulations indicate students'

fields of occupation and the kinds of techniques they will need to get in classroom instruction.



Mr. Starns takes his students through a rigorous discipline of sorting out specific classifications from the vast maze of Governmental personnel information which he describes early in the course. By stages, classification and weeding out follow. Then there emerge such separations as civilian and military, executive, judicial, and legislative, and many others. Following this, the class discovers sources of Governmental regulations -- Congress, the Courts, department heads, and so on. Kinds of action required are indicated, such as employment and separation of employees and the status of individuals, whether temporary or permanent, veteran or nonveteran.



Mr. Cupoli said his main preoccupation is in preventing his students from becoming "little Cupolis". He wants each student to develop his own individuality rather than to follow their instructor's style. In the execution of this educational policy, Mr. Cupoli actually will often tell a student to do exactly the opposite to the way it should be done, as using red when green is the natural choice. But the painting instructor never permits a student to discover his motive, which, of course, is actually to develop individuality in the learner.



Mr. Sweeney involves his students in discussion through a device which he described as an imperative: "Ask not what Sweeney can inform you, but what you can inform Sweeney!" He asks his students provocative questions, then acts as an umpire after discussion gets under way. Involving participants in discussion usually follows a four-step development, which Mr. Sweeney described as identity, frustration (no answers), honeymoon (acceptance of the discussion technique), and critical analysis. In the final stage, the participants reach ready acceptance of what is relevant, or they reject what is irrelevant.

Asked how he stops the "run-away student," the one who talks too much, Mr. Sweeney responded, "Tell him to relate his talk to the readings -- that usually stops him." For the mute ones, who remain silent at first, Mr. Sweeney keeps constantly alert for a glimmer of interest, stimulating it when possible. Sometimes he seeks out a quiet student after class for a personal visit in order to break the ice.

* * * * *

Head of Correspondence Program Named

A new position in the Graduate School was created this month, that of Head of the Correspondence Program, and Mrs. Helen Kempfer was named to fill the post. Mrs. Kempfer's duties will be concerned exclusively with the administration of correspondence education in the Graduate School. Hitherto our correspondence work has been conducted in conjunction with other duties of staff members. With the rapid growth of our Evening Program and the anticipated development of our Correspondence Program an additional staff member was necessary. The total number of active students in correspondence courses as of June 6 was 1826.

Mrs. Kempfer has had wide experience in adult and correspondence education. While in India, where her husband was serving with a mission of the Agency for International Development (AID), Mr. and Mrs. Kempfer helped to set up the first college level correspondence program in the country, under the auspices of the University of Delhi. Mrs. Kempfer edited the Indian Journal of Adult Education and was Research Director of the Indian Adult Education Association.

Mrs. Kempfer's most recent position in the United States was that of Secretary of the Accrediting Commission of the National Home Study Council, and its Acting Director. She has published numerous papers in educational journals reporting on extensive research in adult education which she has conducted.

Mrs. Kempfer is currently working toward a Doctor's Degree from American University. She has the Master's Degree from Columbia Teachers College and the Bachelor's Degree from Bowling Green State University in Ohio. Mrs. Kempfer will be in Room 0422 and her telephone extension is Code 111-2813 or DUDley 6-2813.

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Laurels for Sherman Johnson

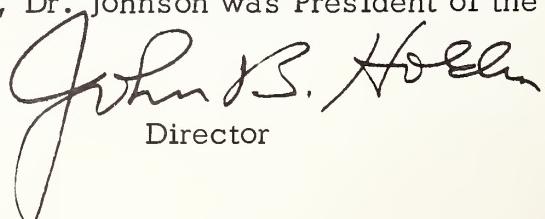


Sherman Johnson receiving gold medal from President Kennedy in White House ceremony.

June 12. Dr. Johnson is Deputy Administrator for Foreign Economics, Economic Research Service, USDA.

Identified with the Graduate School since 1937, Dr. Johnson has seen service as a committee member and teacher, and has himself taken courses, thus both playing a longtime role in shaping the policies of the School and contributing significantly to the building of its educational standards, while sharing in the benefits afforded by the institution of which he has been so much a part. Dr. Johnson was Chairman of the 1949 Committee on Long Range Plans of the Graduate School. He is a member of the Social Science Committee and a former chairman. He offered the Graduate School courses "Production Policies and Programs" and "Economics of Production." Through the years he has himself enrolled for courses in economics taught by his colleagues, and in 1961 he and Mrs. Johnson took a two-semester course in Spanish in preparation for a trip to Mexico City to attend the International Conference of Agricultural Economists. That year, Dr. Johnson was President of the Conference.

We in the Graduate School were especially pleased to note that Dr. Sherman E. Johnson was one of the five officials to receive the 1963 President's Award for Distinguished Federal Civilian Service, the highest honor paid career Government employees. Dr. Johnson's citation was for playing "a vital role in the development of agriculture programs to better serve the interest of American farmers and the Nation." President Kennedy presented the gold medals and citations to the five recipients at a White House ceremony


John B. Holden
Director